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Teaching Don Quixote Online - Course Redesign (Span 290 Literature in Translation)

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CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

SPANISH 290-71 (42100)

Spring 2020

Miguel de Cervantes' *Don Quixote*

Welcome! ¡Bienvenidos!

SYLLABUS (Tentative)

COURSE DESCRIPTION

2005-2015 marked the 400-year anniversary of the publication of the first modern novel in Western literature, Cervantes' masterpiece *Don Quixote*. This course focuses on the novel as one of the greatest and funniest books ever written, as an emblem of artistic and social modernity in the West and as a multi-faceted cultural icon central to the humanities, Hispanic literature and culture, as well as world literature. We will explore issues and concerns raised by the book such as the nature of reality and illusion, heroism, humor, adventure, freedom and self-fulfillment, racial tolerance, love, the consequences of reading, metafiction, games, and truth. The course will also explore *Don Quixote's* transformation and persistence as a constantly evolving icon in other cultural and popular media: film, dance, art, musical drama, and television.

General Information:

- **SPAN 290** is an introduction to Hispanic literature read in English translation (GE=C3) 4 units.
- **Class Meets:** Online (equivalent to MW or TTh, 2 hours per class format) via SLACK app.
- **Instructor:** Prof. J. David Jerez-Gómez, Ph.D. (Spanish) UH-201.45
- **E-mail:** jdjerez@csusb.edu (please put **"SPAN 290-71 S20"** in the subject!
I will not open emails from this class without this subject!
- **CHECK YOUR E-MAIL and SLACK app. OFTEN!**
- Please make sure **your CSUSB email is correct** in MyCoyote.

Office hours: Via e-mail, Slack app., or by appointment. M/W 9:30-10:30 am./ W 1:30-2:30 pm.

TEXTBOOK: Miguel de Cervantes, *Don Quixote*. Trans. Edith Grossman. (2005)
ISBN-13: 9780060934347

You can also access online an old edition of this masterpiece:

<https://www.gutenberg.org/files/996/996-h/996-h.htm>

However, for **class work** it is preferred that you use your own printed copy of the required edition. This will facilitate class discussion and reference to same pagination.

*Those students who wish to do the reading **in Spanish**, copies should be available in the bookstore, however, any unabridged edition will be fine. There are several available in PfaU Library. The following Spanish editions are recommended:

- Tom Lathrop ed. Newark, Delaware: Juan de la Cuesta, 2012.
- Martín de Riquer ed. Barcelona: Planeta, reprinted several times.

Other Suggested Texts in PFAU Library:

L.A. Murillo, *A Critical Introduction to Don Quixote*.

C. Johnson, *Don Quixote, the Quest for Modern Fiction*.

COURSE OBJECTIVES

1. Appreciate Cervantes' *Don Quixote* as an emblem of artistic and social modernity in the Western culture, and as a multi-faceted cultural icon central to the humanities, Hispanic literature and culture, as well as world literature.
2. Recognize the value of literary fiction, as defined by Cervantes, to understand ourselves as human beings.
3. Explain major literary innovations of Cervantes' *Don Quixote*, that define the Modern Novel.
4. Identify cultural aspects and social changes of the Early Modern Spanish period.
5. Relate Cervantes' novel controversial issues with those present in our contemporary world.
6. Discover *Don Quixote's* influence in other forms of art.
7. Develop an appreciation and a habit of reading, as well as time management skills that will allow reading on a daily basis.

COURSE ACCESS

Each student is responsible for knowing the content of this syllabus and other information concerning this course found in Blackboard: <http://blackboard.csusb.edu>
Browser, Hardware, and Support information can be found on the sign-in page.

It is the student's responsibility for having a **reliable computer and a stable internet connection**. If you need a computer, please, contact the **Technology Support Center located at PL-1108-The Pfau Library Wedge**, and fill a reservation form at <https://csusb.edu/laptop-checkout>. Laptop reservations are for students who do not have access to technology resources at home.

For campus computers and technical help, please, contact The Pfau Library Wedge. I cannot help you with **technical issues**. See the **User Manual** in Blackboard (under Course Tools), see a **technician** in one of the computer labs, click the **Help button** at the top of a Blackboard page, or call **Blackboard Support: (909) 537-3395**.

REQUIREMENTS and GRADING:

Participation and contribution to all online discussion sessions and documentary film viewings is essential. Final grade will be based on the following criteria:

Midterm exam	30%
Final exam	30%
2 Quizzes	20%
Participation	<u>20%</u>
Total	100%

The grade distribution is (points and %):

A = 93+ B+ = 87+ B- = 80+ C+ = 77+ D+ = 67+ D- = 60+
A- = 90+ B = 83+ C = 73+ C- = 70+ D = 63+ F = below 6

Grades are available in Blackboard/My Grades.

GRADING PROCEDURES:

Exams (60% of grade):

- ◆ There will be two exams during the quarter worth 30% each of your final grade: **Midterm** and **Final**.
- ◆ Both will be of the Multiple Choice and True/False format (see Blackboard Menu **Study Aids** for Question Distribution and Study Guides).
- ◆ You must take the Exams during the designated times unless a **verifiable emergency or illness** exists.
- ◆ Once you start an exam, **you must finish it**.
- ◆ In order to take the Tests, you **MUST** provide your **valid Coyote ID card**.

Participation (20% of grade):

We will be using **Slack** (slack.com) for discussions, attendance and participation throughout the quarter. You are expected to contribute to the class discussions at least once per class (twice a week) in order to achieve full participation grade for each week. This will determine your attendance and participation. **Slack** is a cloud--based team collaboration tool used in organizations and companies throughout the world. You can access it via a browser or download the app (both mobile and laptop apps are available). Use the slackbot for “how to” questions. Otherwise, contact your instructor for help.

Sign up for our Slack team here:

<https://join.slack.com/t/span290-71-csusbcorp/signup>

It's necessary to use an **@coyote.csusb.edu** or **@csusb.edu** email address for signing up. 👍

Quizzes (20% of grade):

- ◆ There will be 2 **unannounced** Quizzes that will be posted in Blackboard.
- ◆ No **“make-ups”** on the quizzes.

Extra Credit:

There will be extra credit opportunities mentioned in class related to the course content. In order to receive extra credit, students will have to write a reaction paper to be submitted in Turnitin in Blackboard at the end of the course.

University Policies

Plagiarism and Cheating

- Instances of academic dishonesty will not be tolerated. Plagiarism is the act of presenting the ideas and writing of another as one's own. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means and may result in an F on the offending work, a report sent to the Judicial Affairs Officer, an F in the Course, or expulsion from the university among other possibilities.
- Each offence will be assessed individually. For this class, all assignments are to be completed by the individual student unless otherwise specified. See pp. 54-5, CSUSB Course Catalogue for more information.
- See page 12 in syllabus for more on Academic Dishonesty University Policies.

Classroom Protocol

- You are encouraged to **ASK QUESTIONS**, and to **SHARE YOUR EXPERIENCES AND/OR INSIGHTS** with the class.
- **Also note:** ANY behavior that interferes with another student's learning or safety is not acceptable.

NETIQUETTE

- Netiquette is online etiquette. It is important that all participants in courses with online components be aware of proper online behavior and respect one another.
- Use appropriate language for an educational environment. This includes:
 - Using complete sentences
 - Using proper spelling and grammar
 - Avoiding slang and uncommon abbreviations
 - Avoiding obscene, bullying, offensive or threatening language
- Remember that the University values diversity and encourages dialogue. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see [The Core Rules for Netiquette](#) by Virginia Shea.

Dropping and Adding

- You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found in the CSUSB Bulletin (pp. 47-48).

Support and Resources

- **Students with Disabilities:** If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at (909)537-5238 as soon as possible.
- **CARE:** Students' support on campus for basic needs and well-being, please visit the CSUSB Basic Needs website: <https://www.csusb.edu/basic-need>
- **The John M. Pfau Library** offers a variety of ways to get research help.

Get 24/7 online assistance, view videos and guides, visit the reference desk, or attend a workshop. Learn more here: <http://library.csusb.edu/researchAssistance/>

Course Dynamics

This course is organized in a series of 11 **modules**, each for the 10 weeks of our academic quarter plus one for the final exam. The **outcomes** or objectives for each of these modules state what we will be learning each week, while **activities** indicate the assignments that students will complete during each week to reach those objectives. **Assessment** refers to what students will be required to do in order to complete those activities and objectives.

For each **online class**, students should complete reading assignments before posting their comments to each set of questions in the discussion forum in Slack. Other assignments will be submitted in the course Blackboard site.

Please, do not hesitate to ask if you have any questions.



COURSE MODULES

Module 1 - Week 1: Monday, April 6 to Friday, April 10.

Outcomes:

1. Learn about the social and historical context of Cervantes' Spain, and the Early Modern period in Europe. Identify similarities with our own world.
2. Identify *metaliterature* in *Don Quixote*: How it is a book about reading and writing.
3. Recognize humor and parody as literary strategies for criticism.

Activities: Students will...

1. Read: Introduction to Cervantes and *Don Quixote*. (See Class notes in Bb, and Outline 1)
2. Read: Prologue, poems, Ch. 1 (*DQ I*)
3. Watch film documentary introducing major themes of the novel and Cervantes biography (Great Books).
4. Participate in Discussion Board (Slack, Bb) commenting a prompt question.
5. Start a Reading Daily Journal (brief personal notes after each reading session) to jot down reading times and a rating scale of how you felt while reading.
6. Identify at least one instance of the use of humor and parody in the prologue and chapter 1.
7. Write a brief "lost chapter" applying the main features of Cervantes' novel.

Assessment: Students will be able to...

1. Find 5 aspects of Cervantes' life that showcase his historical period.
2. Identify 5 aspects that could be equivalent and representative of our own time.
3. Negotiate their own daily schedule to set a time for reading and prepare for class.
4. Develop a habit of reading (for fun, for critical thinking and understanding of life)
5. Discover aspects of our own identities and humanity through literary fiction.

Module 2 - Week 2: Monday, April 13 to Friday, April 17.

Outcomes:

1. Identify one literary innovation: the relationship between Authority and Authorship.
2. Learn about the connection between Reading and Madness in *Don Quixote*.
3. Recognize other Renaissance masterpieces contemporary to Cervantes related to "madness" (Erasmus of Rotterdam's *Praise of Folly*; Thomas Moore's *Utopia*)
4. Demonstrate examples of Self-fashioning: Attaining Self-fulfillment through Free Will, in Cervantes' *Don Quixote*.
5. Identify the universality of the dualism Idealism vs. Realism in human nature, as it is presented in Cervantes' novel.

Activities: Students will...

1. Read: Class notes in Bb, and Outline 2
2. Read: *DQ I* Chapters 2-14.
3. Complete Reading Questionnaire 1.

4. Participate in Discussion Board (Slack in Bb) commenting a prompt question.
5. Write in Reading Daily Journal.
6. Present a brief summary about Erasmus of Rotterdam or Thomas Moore, in connection to the concept of “madness” as creative principle for the arts and its role in society.
7. Identify at least one instance of the use of *free will* in Cervantes’ characterization of his protagonist, Alonso Quijano.

Assessment: Students will be able to...

1. Find examples in *Don Quixote* of Renaissance philosophical principles related to *free will* and self-fashioning.
2. Identify how fiction/ idealism vs realism play a part in the construction of identity (cultural, national, our own).
3. Negotiate critical interpretations of an iconic episode in the novel: The windmills.
4. Discover examples of Renaissance painting in Spain: Museo del Prado: <https://www.museodelprado.es/en/the-collection/artist/titian-tiziano-vecellio/d5a82a70-aa3f-4355-b733-97c04d9690ab>

Module 3 - Week 3: Monday, April 20 (**CENSUS DAY**) to Friday, April 25.

Outcomes:

1. Learn about the Baroque artistic period and major characteristics.
2. Identify *DQ* narrative innovations in connection to the art of the Baroque.
3. Recognize and define “Perspectivism” in literature and art.
4. Demonstrate how does one’s unique nature/social context determine one’s particular perspective on “reality”?
5. Identify the differing natures of love and desire.

Activities: Students will...

1. Read: Class notes in Bb, Strauss handout, and Outline 3
2. Read: *DQ* I, Chapters 15-30.
3. Complete Reading Questionnaire 3.
4. Participate in Discussion Board (Slack in Bb) commenting a prompt question.
5. Write in Reading Daily Journal.
6. Listen to Richard Strauss composition inspired in *Don Quixote*.
7. Identify at least one example in the novel to discuss the meaning of heroism.

Assessment: Students will be able to...

1. Find examples of *perspectivism* in *Don Quixote*.
2. Identify how Cervantes’ novel is composed of various, and diverse, voices.
3. Discover *Don Quixote* in music: Richard Strauss.
4. Comment a musical piece.
5. Complete **Quiz #1** on part I: Prologue-30.

Module 4 - Week 4: Monday, April 27 to Friday, May 1.

Outcomes:

1. Demonstrate how Cervantes' define Don Quixote's life purpose: Dulcinea del Toboso.
2. Recognize how Cervantes' fiction argues for the invention and pursuit of one's dream. Fate vs. Free will
3. Identify and Explain the concepts and duality of truth vs. verisimilitude.
4. Discover the Moorish world in Early Modern Spain and Cervantes time.
5. Recognize Cervantes' intertextualities and references to controversial issues related to conversion and religion.

Activities: Students will...

1. Read: Class notes in Bb, and Outline 4.
2. Read: *DQ* I, Chapters 31-41.
3. Complete Reading Questionnaire 4.
4. Participate in Discussion Board (Slack in Bb) commenting a prompt question.
5. Write in Reading Daily Journal.
6. Identify one example of how Cervantes' addresses traumatic events through literature.
7. Discover Gustave Doré and 19th century engraving related to *Don Quixote*.
8. Comment on a visual arts work.

Assessment: Students will be able to...

1. Find examples in *Don Quixote* of how Cervantes addresses slavery and captivity.
2. Identify how folkloric fiction and story-telling serves as an instrument of survival and healing.
3. Negotiate critical issues and discuss slavery in *Don Quixote* in connection to human trafficking in our contemporary world.
4. Discover and Identify significant geographies in the Mediterranean related to Cervantes' time, and current migration issues between Africa and Europe.
5. Discover Romantic representation of Don Quixote as a tragic hero in the visual arts.

Module 5 - Week 5: Monday, May 4 to Friday, May 8.

Outcomes:

1. Demonstrate examples of the legacy and impact of *DQ* on world literature.
2. Identify and Explain the relationship between reading and living.
3. Explain the meaning of "quixotic".
4. Apply the quixotic principle to one example in our contemporary world.

Activities: Students will...

1. Read: Class notes in Bb, and Outline 5.
2. Read: *DQ* I, Chapters 42-end of Part I.

3. Complete Reading Questionnaire 5.
4. Participate in Discussion Board (Slack in Bb) commenting a prompt question.
5. Write in Reading Daily Journal.
6. View BBC documentary “Legacy of a Classic: The Further Adventures of Don Quixote”.
7. Identify one literary innovation in the novel (chapters 42-52, part I)
8. Take **MIDTERM EXAM** (1 hour)

Assessment: Students will be able to...

1. Find examples of Don Quixote in other masterpieces of world literature.
2. Identify other major canonical text influenced by Cervantes.
3. Explain literary intertextuality.
4. Discover at least one more canonical author in another language.

Module 6 - Week 6: Monday, May11 to Friday, May 15.

Outcomes:

1. Identify and Explain the main differences between Parts I and II: The significance of Avellaneda’s apocryphal *Quixote*.
2. Identify and discuss main aspects of Part II representing the Baroque.
3. Explain Cervantes’ defense in the Prologue of Part II.
4. Identify Irony and Humor as instruments of criticism.

Activities: Students will...

1. Read: Class notes in Bb, and Outline 6.
2. Read: *DQ II*: Prologue-15.
3. Complete Reading Questionnaire 6.
4. Participate in Discussion Board (Slack in Bb) commenting a prompt question.
5. Write in Reading Daily Journal.
6. Identify one literary innovation in the novel (Prologue-Chapter15, part II)

Assessment: Students will be able to...

1. Find examples of Baroque innovations in Cervantes DQ part II (prologue-chapter 15)
2. Identify meta-literary references in Cervantes’ prologue.
3. Define the Baroque as an artistic period.
4. Discover Velazquez’s *Las Meninas* (Museo del Prado) and make connections with Cervantes’ *Don Quixote* Part II.

<https://www.museodelprado.es/en/the-collection/artist/velazquez-diego-rodriguez-de-silva-y/434337e9-77e4-4597-a962-ef47304d930d>

Module 7 - Week 7: Monday, May 18 to Friday, May 22.

Outcomes:

1. Demonstrate examples of the legacy and impact of *DQ* on other artistic forms.
2. Identify and Explain DQ in dance, and in the development of European classical ballet.
3. Identify and discuss the picturesque aspects, and Romantic interpretation, of Cervantes's DQ.
4. Explain major characteristics of early 19th century Romanticism artistic period and its representation of DQ as a tragic novel.
5. Explain what is UNESCO and its role in culture preservation.

Activities: Students will...

1. Read: Class notes in Bb, and Outline 7.
2. Read: DQ II: 16-29.
3. Complete Reading Questionnaire 7.
4. Participate in Discussion Board (Slack in Bb) commenting a prompt question.
5. Write in Reading Daily Journal.
6. View Ballet performance: American Ballet Theater's production of the ballet *Don Quixote* with Mikhail Baryshnikov.
7. Watch film documentaries: *Opera dei Pupi Siciliani*:
<https://ich.unesco.org/en/RL/opera-dei-pupi-sicilian-puppet-theatre-00011>
 and *Puppets from Palermo* (1984) (Bb link)

Assessment: Students will be able to...

1. Find examples of folkloric representation in Cervantes DQ part II (chapters 16-29)
2. Identify folkloric elements in Cervantes' DQ part II: *Camacho's wedding*; *Sicilian puppetry*.
3. Discover and explain what is UNESCO.
4. Illustrate Romantic representation (the picturesque) of Cervantes' DQ: *Camacho's wedding* and the ballet.
5. Discover Romantic painting related to *Don Quixote* and Spain (Museo del Prado):

<https://www.museodelprado.es/coleccion/obra-de-arte/miguel-de-cervantes-imaginando-el-quijote/c914bb74-d296-4487-bdcd-6c528bc6b3df>

<https://www.museodelprado.es/coleccion/obras-de-arte?search=OBRAS%20DEL%20ROMANTICISMO>

Module 8 - Week 8: Monday, May 25 (Memorial Day) to Friday, May 29.

Outcomes:

1. Demonstrate examples of modern approaches of interpreting *DQ*: psychology and literary criticism.
2. Identify and Explain instances of role-play and social critique in *DQ*.
3. Identify and discuss modern representation of human existentialism in Cervantes' novel: dreams and doubt.
4. Explain general features of 19th – 20th century Psychology and its relation to *DQ* as a modern novel.

Activities: Students will...

1. Read: Class notes in Bb, and Outline 8.
2. Read: *DQ II*: chapters 30-43.
3. Complete Reading Questionnaire 8.
4. Participate in Discussion Board (Slack in Bb) commenting a prompt question.
5. Write in Reading Daily Journal.
6. Complete **Quiz #2** on *DQ II*. Prologue-43

Assessment: Students will be able to...

1. Find examples of role-play and social critique in Cervantes' *Don Quixote* part II (30-43).
2. Identify the motives of dream and truth in Don Quixote's descent into the underworld.
3. Discover representative approaches of 19th-20th century psychology in studying the human mind, and interpretation of dreams: S. Freud, and C. Jung.
4. Illustrate Cervantes' modernity in regards to the psychological development of his characters in *Don Quixote*, part II: The cave of Montesinos, and the world of dreams and doubt.
5. Discover recent Spanish history through Graham Greene's *Monsignor Quixote*: Don Quixote and Sancho Panza in post-Franco Spain.

Module 9 - Week 9: Monday, June 1 to Friday, June 5.

Outcomes:

1. Identify minority populations in Early Modern Spanish period. Explain the Morisco diaspora.
2. Demonstrate examples in Cervantes' *Don Quixote* that argue in favor of the need for tolerance.
3. Identify and discuss modern representation of minorities and diaspora.
4. Explain the literary technique employed by Cervantes in relation the Moriscos: poetic justice and social criticism.

Activities: Students will...

1. Read: Class notes in Bb, and Outline 9.

2. Read: DQ II: DQ II: 44-61.
3. Complete Reading Questionnaire 9.
4. Participate in Discussion Board (Slack in Bb) commenting a prompt question.
5. Write in Reading Daily Journal.
6. Watch Terri Gilliam's "Lost in La Mancha" (2002), and reflect on the consummation of ambition: "The Man Who Killed Don Quixote" (2019).

Assessment: Students will be able to...

1. Find examples of social minorities in Cervantes' DQ part II.
2. Identify the motive of *poetic justice* and its relevance in fiction.
3. Discover parallelism with other minorities in our contemporary world.
4. Illustrate Cervantes' modernity in regards to the treatment of minorities through fiction: provide voice to the voiceless.
5. Correlate literary influences in film.

Module 10 - Week 10: Monday, June 8.

Outcomes:

1. Identify the musical theater as genre.
2. Demonstrate the meaning of the Alonso Quijano/Don Quixote's return to sanity and death.
3. Identify and discuss the Romantic interpretation of *Don Quixote* in musical theater.
4. Explain the meta-literary technique employed by Cervantes in finishing the novel.

Activities: Students will...

1. Read: Class notes in Bb, and Outline 10.
2. Read: DQ II: 62-end.
3. Complete Reading Questionnaire 10.
4. Participate in Discussion Board (Slack in Bb) commenting a prompt question.
5. Write in Reading Daily Journal.
6. Read Dale Wasserman "DQ as Theatre" (pdf).
7. Watch "Man of La Mancha" by Arthur Hiller (1972).
8. Complete **Quiz #3** on DQ II. 44-end.

Assessment: Students will be able to...

1. Find examples of musical theater related to Cervantes' *Don Quixote*.
2. Identify the meta-literary aspects of Cervantes' novel in the last chapters of *Don Quixote*.
3. Discover examples of *Don Quixote*'s transformation into popular culture.
4. Define musical theater and other plays in the genre.
5. Correlate literary influences in modern performative arts.

Module 11 (Final exams week): Monday, June 9 to Friday, June 13.

Outcomes

1. Student's final reflection on what they have learned during this course.
2. Identify Cervantes' *Don Quixote* major features and representative episodes.

Activities

1. Complete **Final Exam**.
2. Produce a **one-page final reflection** on the students' personal experience reading Cervantes' *Don Quixote*.

Assessment

1. Communicate to others why Cervantes' *Don Quixote* is relevant in today's world.
2. Reflect on the learning experience and its ongoing process.
3. Identify at least one aspect that they have learned by reading *Don Quixote*.
4. Anticipate how this text may be useful to you in your journey through life.

Happy Summer!

SOME USEFUL DQ WEBSITES:

<http://cervantes.tamu.edu/V2/CPI/index.html>

The Cervantes Project's Cervantes Digital Library. Read the 1605 DQ in the original Spanish! This site includes good links to other Cervantes Institutions and well as bibliography.

<http://about-spain.net/tourism/castile-mancha.htm> Views of the windmills of Castile.

<http://quixote.mse.jhu.edu/>

DQ exhibit from Johns Hopkins U. Background on the book, English translations, etc.

<http://museoiconografico.guanajuato.gob.mx/>

Website of the wonderful Don Quixote Iconographical Museum in Guanajuato, Mexico. Includes illustrations of their holdings. A lot of fun to browse through.

<http://www.broadwaymusicalhome.com/shows/mancha.htm>

On the musical *Man of La Mancha*.

In Spanish:

<http://www.ucm.es/info/especulo/bquijote/>

Excerpts from world writers on *DQ*

http://www.cervantesvirtual.com/bib_autor/cervantes/

A website dedicated to Cervantes in *Cervantes Virtual Library* online.